

# PUTTING IT ALL TOGETHER



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## LESSON 19 OUTLINE

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### OUTCOME

Students apply all five reading comprehension strategies (preview, breakdown, get the gist, asking and answering questions, and key word review) to text.

### PREPARATION

- Identify a three-paragraph text (or a text that can be divided into three short sections).
  - Identify the “big ideas,” vocabulary words, gists, questions, and key words.
  - Prepare learning logs, cards, and the text for students.
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### STEP 1: CONDUCT PREVIEW

1. Present the big ideas.
2. Preteach important vocabulary.
3. Predict.

### STEP 2: CONDUCT BREAKDOWN

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

### STEP 3: GET THE GIST OF PARAGRAPHS

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
  - Retell each paragraph in your own words.
  - Get the gist:
    - Say the most important “who” or “what.”
    - Tell the most important information about the “who” or “what.”
    - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

### STEP 4: ASK AND ANSWER QUESTIONS

1. Have students use the Question Types card to generate and write questions in their learning logs.
2. Have students answer one another’s questions.

### STEP 5: CONDUCT KEY WORD REVIEW

1. Have students review their learning logs and the text.
2. Have students select three key words.
3. Have students justify why one key word is the most important word in the text.

### NEXT STEPS

- For longer passages, the lesson may extend to more than one session. Monitor how students use their time and use a timer to limit the time spent on each section or the amount of writing. Do not eliminate any of the above steps.
- Continue to evaluate student use of the strategies by listening carefully to oral responses and evaluating learning logs.
- If students struggle with one or more steps, provide a mini-lesson that focuses on strengthening that particular skill. Periodically return to modeling and provide additional support to tune up skills.

# LESSON 19 CASE STUDY

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## OBJECTIVE

Students apply all five reading comprehension strategies (preview, breakdown, get the gist, asking and answering questions, and key word review) to text.

NOTE: Because students have gained mastery of all the strategies by this point, and instruction is more student-led, this case study is one teacher's lesson plan, rather than a lesson script.

## MATERIALS

- Dry-erase board, chalkboard, or poster to use as a visual aid
- 10 to 15 prepared index cards (see description in Tips section below)
- Student checklist for all five strategies (if laminated, these lists can be used repeatedly with dry-erase markers)
- Dry-erase markers (if using the laminated student checklist)
- Learning logs

## TIPS

- Select vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

<b>PAGES:</b>	<b>DATE:</b>
<b>TITLE:</b>	
<b>BIG IDEA:</b>	
<b>VOCABULARY:</b>	

- Prepare 10–15 index cards. On the front, number the cards. On the back, write one task that corresponds with one of the five reading strategies.
- Draw a stair-step with as many steps as you have index cards. On each step, write a number. After the last (top) step, write a word or phrase that symbolizes successfully applying all of the strategies, such as *Reading Expert* or *Textpert*. Be creative, but consider the age of your students. You could also use the word *Jackpot* and make a game in which students must complete all of the steps in a certain amount of time to win a reward.
- Begin this lesson with an excited tone, as the students should be congratulated for learning all of the strategies by this point.

## INSTRUCTION

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This teacher-supported lesson provides students with the opportunity to use all five reading strategies in the correct order with more independence. Depending on the number of students, you may have them work individually, in pairs, or in groups.

Read each of the prepared cards to students or give students' one card at a time and instruct them to complete the task before you give them the next card.

For example, using a text that has three paragraphs or sections, you could create the following 12 index cards for 12 different tasks:

- **Card 1.** As the teacher introduces key vocabulary, write the vocabulary words in your learning log.

- **Card 2.** In your learning log, write your preview for the text.
- **Card 3.** Read the first paragraph. Use the breakdown procedure to discover the meaning of one unknown word or get the gist of a difficult sentence. Use fix-up strategies to write the meaning of the unknown word or the gist of the sentence in your learning log. Reread the paragraph.
- **Card 4.** In your learning log, write a good gist for the first paragraph.
- **Card 5.** Read the second paragraph. Use the breakdown procedure to discover the meaning of one unknown word or get the gist of a difficult sentence. Use fix-up strategies to write the meaning of the unknown word or the gist of the sentence in your learning log. Reread the paragraph.
- **Card 6.** In your learning log, write a good gist for the second paragraph.
- **Card 7.** Read the third paragraph. Use the breakdown procedure to discover the meaning of one unknown word or get the gist of a difficult sentence. Use fix-up strategies to write the meaning of the unknown word or the gist of the sentence in your learning log. Reread the paragraph.
- **Card 8.** In your learning log, write a good gist for the third paragraph.
- **Card 9.** Create a “right there” question about what you just read. Write it in your learning log.
- **Card 10.** Create a “think and search” question about what you just read. Write it in your learning log.
- **Card 11.** Create a “making connections” question about what you just read. Write it in your learning log.
- **Card 12.** Review your learning log and circle three key words. Think about why those words are the most important words in the text and raise your hand to share your reasoning.

Have students tell you the reason for their key words, and then congratulate them on becoming a “Textpert” or hitting the “Jackpot.”

Ask guiding questions as students progress through each step, and as all students complete a step, erase or cross out the number on the board to indicate the completion of each task. Make sure students use their checklists as well.